

English Learner Profiles

Profile	Key Characteristics	Program Implications
Newly arrived, ELD beginner	<ul style="list-style-type: none"> In U.S. three years or less Little English language proficiency on arrival Solid background in native language Steady progress through ESL sequence Highly successful in native language courses <p style="text-align: center;">∞</p> <ul style="list-style-type: none"> Difficult passing minimum proficiencies within 4 year time frame Academic achievement in terms of grades similar to rest of the school If school offers native-language content course, credit accrual toward graduation rapid 	<ul style="list-style-type: none"> Need for content support in the primary language Need to accelerate literacy across the content areas with consistency of approaches and strategies <p style="text-align: center;">∞</p> <ul style="list-style-type: none"> Credit offered for courses taken in native country If arriving at 9th grade or beyond many may need more than 4 years in high school-re-examination of traditional 4-year path
Under schooled, ELD beginner	<ul style="list-style-type: none"> In U.S. several years or less Little to no English language fluency Little to no literacy in native language Schooling in native country interrupted, disjointed, inadequate or no schooling at all May have multiple countries/locales of origin Slow acquisition of English – tendency to repeat ESL levels Three or more years below grade level in math Encounters difficulty in academic content classes <p style="text-align: center;">∞</p> <ul style="list-style-type: none"> Low GPA Lack of credit accrual over time Unable to pass minimum proficiency exams 	<ul style="list-style-type: none"> Need for native language literacy instruction Extended time for English language development Extended time for acquisition of content subject matter Extended time for passing minimum proficiency exams Summer programs/after school/other efforts to provide extra time in school Attention to over-age issues, self esteem of under schooled adolescents
Long -Term Limited English Proficient	<ul style="list-style-type: none"> Usually orally fluent in English Reading/writing below level of native English peers Some have literacy in primary language, others not Mismatch between student's own perception of academic achievement (high) and accrual grades or test scores (low) Similar mismatch between perception of language ability and reality Tendency to struggle in academic content classes <p style="text-align: center;">∞</p> <ul style="list-style-type: none"> In U.S. 7+ years when entering high school Some were in bilingual programs, most not 	<ul style="list-style-type: none"> Need for programs designed to accelerate literacy in English Native language instruction to "rebuild" mother tongue literacy-possible for more Attention to authentic feedback to students on performance <p style="text-align: center;">∞</p> <ul style="list-style-type: none"> Implementation of career paths, interdisciplinary academies Support for social development
Accelerated Learner, College Bound	<ul style="list-style-type: none"> Meets redesignation criteria in four years or less Schooling in native country usually excellent Rapid movement through ESL sequence Academic achievement in terms of grades exceeds rest of school Often highly motivated Often successful in mainstream content classes, even with limited English proficiency <p style="text-align: center;">∞</p> <ul style="list-style-type: none"> Possibility to graduate in four years Primary language content course can assist many in credit accrual 	<ul style="list-style-type: none"> Acceleration through ESL sequence Provision of primary language content courses whenever possible to aid credit accrual Explicit, targeted instruction to help students meet grade-level standards <p style="text-align: center;">∞</p> <ul style="list-style-type: none"> Counseling to ensure appropriate college-prep course sequence Credit offered for course taken in native country

Adapted from Laurie Olsen and Ana Jaramillo. *Turning the Tide of Exclusion*. California Tomorrow (1999).